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ABSTRACT

This module on wellness includes eight lessons, and is oriented toward middle school students in grades 5-8. Students choose partners to support them in achieving their goals for improving health in several areas. In lesson 1, health and wellness are defined. Students are introduced to a wellness continuum and the physical, mental/emotional, and social aspects of health. Lesson 2 emphasizes the importance of lifestyles and personal health behaviors to achieve wellness. Lesson 3 encourages students to practice daily positive personal health habits, and lesson 4 describes and demonstrates components of fitness through exercise. Lesson 5 provides a brief overview of nutrition. Students create healthy breakfast menus and choose a personal nutrition goal. Lesson 6 examines a variety of factors that contribute to stress, and introduces techniques for stress management. In lesson 7, students examine the concept of risk. They research common dangerous behaviors, and consider behaviors that reduce the risk potential. Lesson 8 offers students an opportunity to assess their wellness with a health styles survey. Throughout the module, wellness action plans are introduced, which encourage students to take actions that can improve their health and wellness. Student information sheets and worksheets are included. (LLL)

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CONTEMPORARY HEALTH SERIES

Kathleen Madelon, MS, Social Editor

INTO ADOLESCENCE:

Actions
for Wellpower

INTO ADOLESCENCE:

**Actions
for Wellpower**

A Curriculum for Grades 5-8

Mae Waters, MA, CHES, and Anita Hocker, EdD

Contemporary Health Series
Kathleen Middleton, MS, Series Editor

Network Publications, a division of ETR Associates
Santa Cruz, CA • 1991

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Creating a Healthy Environment
Moving into Fitness
Looking at Body Image and Eating Disorders

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EDITOR'S PREFACE

Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long-range goals for the **Contemporary Health Series** are as follows:

Cognitive. Students will recognize the function of the existing body of knowledge pertaining to health and family life education.

Affective. Students will experience personal growth in the development of a positive self-concept and the ability to interact with others.

Practice. Students will gain skill in acting on personal decisions about health-related life choices.

Within the **Contemporary Health Series** there are two curricular divisions: Into Adolescence for middle school teachers and Entering Adulthood for high school teachers. The Into Adolescence modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, sexual abstinence, and drug, alcohol and tobacco education have been developed by skilled author/educators.

Entering Adulthood includes reproduction, birth and contraception, health behavior, communication and self-esteem, AIDS and other STDs, relationships, sexual abstinence, and drug, alcohol and tobacco education.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

INTRODUCTION

Wellness is an ongoing, dynamic process of reaching for and working toward one's own potential. Our wellness potential is enhanced by keeping a balance in all areas of health—physical, mental/emotional and social—as well as maintaining healthful lifestyle habits. This module addresses the following aspects of wellness:

- personal health practices
- fitness
- nutrition
- stress management and healthy communications
- avoiding risky behavior

Age, environment and genetics all affect our individual potential for wellness. Lifestyle choices also affect our health status. Wellness means making choices that improve our state of health.

The module has two goals. The first is to increase students' desire to improve their health status and thus enhance their wellness potential. The second is to provide students with the knowledge and skills they need to make choices that lead to that improvement.

The term *wellpower* is used throughout the module to emphasize the important role of personal responsibility for wellness and the resulting personal power—physical, mental/emotional and social—that high-level wellness provides.

Our unique qualities and lifestyle choices also determine our individual levels of wellness.

Wellpower involves making choices that enhance health status and taking action to reach our potential.

Throughout this module, students are encouraged to look at the way their choices and behaviors influence their health and over-all well-being. Wellness action plans encourage students to set specific goals for improving health in several areas.

Students choose partners to support them in achieving these goals. Most of the lessons include time for students to meet with their wellpower partners to choose new goals and discuss progress on earlier action plans.

Overview

The lessons in this module have been developed to help students strive for and realize their own potential for healthy lifestyles.

In Lesson 1, *health* and *wellness* are defined. Students are introduced to a wellness continuum and the physical, mental/emotional and social aspects of health. Lesson 2 emphasizes the importance of lifestyles and personal health behaviors to achieving wellness. This lesson introduces *wellness action plans*, which will be used in subsequent lessons to encourage students to take actions that can improve their health and wellness.

Lesson 3 encourages students to practice daily positive personal health habits. Students complete their first wellness action plan, choosing a personal health habit they want to improve.

Lesson 4 describes and demonstrates components of fitness through exercise. Students again complete a wellness action plan.

Lesson 5 provides a brief overview of nutrition. Students create healthy breakfast menus and choose a personal nutrition goal.

Lesson 6 looks at stress and examines a variety of factors that contribute to stress. Students have the opportunity to practice several skills that can help them manage stress and complete a plan for coping with stress.

In Lesson 7, students examine the concept of risk. They research some common dangerous behaviors, and consider some behaviors that reduce the risk potential.

The final lesson offers students an opportunity to assess their wellness with a health styles survey. Students are encouraged to take the survey home and discuss family wellness goals.

Most of the lessons include student discussion and activities. During these activities, you as a teacher should be sensitive to and address the needs of students from different cultural and ethnic backgrounds.

The overall goal of this module is to motivate students to strive for their own wellness potential in establishing healthy lifestyles. *Wellpower* is the key.

Editor note: ETR Associates/Network Publications has developed a number of other modules in the Contemporary Health Series that will expand upon and reinforce the wellness factors described in this module. Some of the titles that are specifically relevant to these factors are:

- *Into Adolescence: Enhancing Self-Esteem*
- *Into Adolescence: Communicating Emotions*
- *Into Adolescence: Avoiding Drugs*
- *Into Adolescence: A Menu for Good Health*

Objectives

Lesson 1 *A Wellness Continuum*

- Students will be able to explain the meaning of a wellness continuum.
- Students will be able to describe the dimensions of health.

Lesson 2 *Actions for Wellness*

- Students will be able to describe actions and choices that positively influence wellness.

Lesson 3 *Personal Health Behaviors*

- Students will be able to identify steps to take to meet a personal health behavior goal.

Lesson 4 *Fitness for Wellpower*

- Students will be able to identify the health-related components of fitness.
- Students will be able to describe ways to incorporate fitness activities into daily life.

Lesson 5 *Nutrition for Wellpower*

- Students will be able to describe a menu that represents a nutritious meal.
- Students will be able to identify steps involved in a personal nutrition goal.

Lesson 6 *Managing Stress*

- Students will be able to describe positive ways to cope with stress.
- Students will be able to demonstrate good communication skills.

Lesson 7 *Avoiding Risky Behaviors*

- Students will be able to evaluate their personal ability to manage time.

- Students will be able to explain the meaning of *risk*.

- Students will be able to demonstrate behaviors that reduce the element of risk.

Lesson 8 *Wellpower—The Wellness Lifestyle*

- Students will be able to identify one area of their wellness lifestyle that they would like to improve.

- Students will be able to describe progress in establishing and maintaining family wellness goals.

Time

The time indicated for each lesson is an approximate measure, based on a 45-50 minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Instructional Strategies

This module incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some strategies are traditional, while others are more interactive, encouraging students to help each other learn. The specific strategies used in each lesson are clearly identified. An alphabetical list of instructional strategies and their descriptions follows:

Brainstorming
Class Discussion
Cooperative Learning Groups
Creative Expression
Dyad Discussion

Oral Presentations
Overhead Transparencies
Roleplays
Teacher Lecture
Worksheets

Brainstorming

Brainstorming is used to stimulate discussion of an issue or topic. Students are asked to give their ideas and opinions without comment or judgment from the teacher or other students. Ideas can be listed on the board, on butcher paper or newsprint or on a transparency. Brainstorming should continue until all ideas have been exhausted or a predetermined time limit has been reached.

Class Discussion

A class discussion led by the teacher is one of the most valuable strategies in education. It can be used to initiate, amplify or summarize a lesson. Most of the lessons in this module include some form of class discussion.

Cooperative Learning Groups

Cooperative learning is one of the most common and effective strategies used in this module. Students work in small groups to share information, analyze ideas or solve problems. The size of the group depends on the nature of the lesson and the make-up of the class. Groups work best with two to six members.

Group structure will affect the success of the lessons. Groups can be formed by student choice, random selection or a more formal, teacher-influenced process. Groups seem to function best when they represent the variety and balance found in the classroom. Groups also work better when each student has a responsibility within the group (reader, recorder, timer, reporter, etc.).

While groups are working on their tasks, the teacher should move from group to group, answering questions and dealing with any problems that arise. At the conclusion of the group process, some closure should take place.

Creative Expression

Having students write, draw or make collages about topics they are studying integrates language arts, fine arts and personal experience into a lesson. This technique can be used as a follow-up to most lessons.

Dyad Discussion

Working in pairs allows students the opportunity to provide encouragement and support to each other. Students can meet regularly with their goal partners and work together to achieve their wellness goals.

Oral Presentations

Students enjoy hearing and learning from each other. Oral presentations can be individually presented, but planned as a group.

Overhead Transparencies

Overhead transparencies offer an effective, highly visible way to present information and graphic examples. Most of these lessons provide teacher resources that can be used as transparencies.

Roleplays

Roleplays are highly motivating activities for students, because they actively involve students in learning desired concepts or practicing certain behaviors. Students act out a specific

situation. Sometimes they are given a part to play, and other times they are given an idea and asked to improvise. Allow students time to decide the central action of the roleplay situation and how the roleplay will end.

Teacher Lecture

A teacher lecture disseminates information directly from the teacher to students. Generally, this method is combined with other instructional methods to assure high-level motivation and learning.

Worksheets

Most lessons include worksheets. Students may be asked to complete the worksheets individually, with a partner or in cooperative learning groups. Worksheets should generally be reviewed with the whole class to provide relevant and timely feedback.

Teacher Responsibilities

As with other sensitive topics, the teaching of this module must be approached carefully. Teachers must understand the maturity level of individual classes and be able to adjust lesson activities and content accordingly. Teachers should make efforts to involve the students' family members at every opportunity.

The classroom atmosphere is critical to the success of teaching a wellness curriculum. Teachers can help build self-esteem in their students by establishing supportive classroom conditions and groundrules; this is essential to reaching one's wellness potential.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe style so that all students can see their classmates. These seating arrangements promote a more relaxed environment as well as encourage interaction.

Groundrules should be established to help provide a comfortable, positive and secure classroom environment. If you choose, students can participate in formulating class groundrules. Here are some suggestions:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others—no put-downs allowed.
- You have the right to pass in any discussion or activity that involves personal opinions, feelings or experiences.

Throughout the module, it is desirable for teachers to model activities and projects. For example, along with the students, *you* could:

- State wellness goals.
- Develop a personal wellness plan.
- Share alternatives for wellness.

By demonstrating your willingness to participate, you will be promoting an open environment. This is, of course, a personal choice for each teacher, depending on your level of comfort with disclosing personal information to students.

Cultural/Ethnic Issues

The greater the number of healthy experiences a child has, the greater the likelihood of achieving his or her potential for wellness. Negative experiences at school not only impede a child's ability and motivation to learn, but may also result in a negative sense of self-esteem.

Educators should strive to provide *all* children with experiences that support positive feelings toward themselves, their cultural/ethnic background and their educational pursuits. Children who experience racism and/or discrimination may have fewer positive life experiences. The educational system should enable all children to have as many positive experiences and conditions as possible.

Family Involvement and Support

What is taught in the classroom will become more meaningful when supported and discussed at home. Although some parents are more actively involved with their children's education than others, we must make the assumption that the majority of parents are eager and willing to participate and learn.

This module will be most successful if students have the opportunity to share what they learn about wellness with their families. You may want to send home a letter that includes the following suggestions, so family members can become actively involved in a wellness program. Family members can:

- Assist students in completing homework assignments, if asked, or complete their own version of the assignment.
- Evaluate their own health styles.
- Evaluate the conditions needed at home to enhance wellness.
- Develop personal wellness.

The last lesson in the module includes a health styles survey for students to share with their families. Students are encouraged to work with their families to develop family wellpower goals.

Evaluative Methods

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other written materials, as well as observation of individual responses.

It is impossible to objectively, quantitatively or qualitatively measure the development and maintenance of wellness behaviors, and it is inappropriate to grade student work that is

reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

The intent of the activities in this module is to provide opportunities for students to learn about wellness and to practice behaviors that enhance wellness. The actual enhancement of wellness is a very personal matter that will remain a lifelong process for each individual.

LESSON
1

A WELLNESS CONTINUUM

Objectives

Students will be able to explain the meaning of a wellness continuum.

Students will be able to describe the dimensions of health.

Time

One class period.

Overview

To achieve their wellness potential, students need both the desire to improve their level of well-being and the knowledge and skills to make healthy lifestyle choices.

In this lesson, students define health and wellness and consider a wellness continuum. They also consider the social, mental/emotional and physical aspects of health and the importance of balance in these three areas. Students then work in small groups to create a demonstration of how these three aspects of health are affected by a specific health-related activity.

Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, creative expression, roleplays, teacher lecture.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.

MAKE:

- ✓ Transparency of **Wellness Continuum**.
- ✓ Transparency of **Triangle of Health**.

Procedure

■ Write the words **HEALTH** and **WELLNESS** on the board. Tell students to think about these words, as they will be used often throughout these lessons.

■ Ask students to write a short definition of health. *Or* have students draw a picture of what health looks like. Ask for volunteers to share their pictures or definitions. Make no comments on the accuracy of the definitions at this time. Thank students for sharing.

Tell students that health means different things to each of us. As they learn more about wellness, students will begin to understand that almost every decision they make affects their health and thus the overall quality of their lives.

■ Show students the **Wellness Continuum** transparency. Tell students that many people think of health as the absence of disease. Explain that health usually refers to a state of being. Several different health states are represented along the **Wellness Continuum**. Point out these various health states on the transparency. Explain that we move back and forth on our own wellness continuum all the time.

The far right-hand side of the continuum represents the highest level of health that a particular person could reach. This is called the *wellness potential*. Each individual's wellness potential is different. It varies according to age, environment and inherited factors.

The choices we make in our lives also affect where we are on the wellness continuum. Refer to the word **WELLNESS**, already written on the board. Explain that for these lessons, wellness means making choices that improve our state of health and move us toward our own wellness potential.

In order to make these choices, we need both the *desire* to move toward our wellness potential and the *skills* to make choices that help us move toward our wellness potential.

■ Tell students that another way to look at wellness is to picture the three dimensions of health as a triangle. Explain that health actually has many dimensions. We will be talking about three aspects of health—physical, social and mental/emotional. The wellness goal is to attempt balance among the three sides of the triangle.

Students may raise the question of spiritual health. This dimension should be recognized as important for some people. Spiritual health may be described as the dimension in which spirituality, including religion, resides.

Show students the **Triangle of Health** transparency. Discuss how the social, mental/emotional and physical areas of our lives affect our health status.

Ask students to think about how the following health-related choices and activities might relate to each of the three sides of the triangle (social, mental/emotional, and physical):

- exercising or participating in sports
- cigarette smoking (or not smoking)
- brushing teeth daily

Then have students brainstorm other health-related choices and activities. Record the list on the board.

■ Explain that students will work in small groups to show the physical, social and mental/emotional aspects of one health-related choice or activity listed on the board. Divide class into groups of five or six students.

Have groups review the brainstormed list on the board and select one health-related choice or activity to demonstrate. Groups should discuss the physical, social and mental/emotional health dimen-

sions of their selection. Then as a group, they should decide how to demonstrate each health dimension to the class.

A roleplay or pantomime or a game such as Charades works well. Use *brushing teeth* as an example. Suggest that students could act out someone not brushing, then needing to go to the dentist to get a filling (physical). Then students could act out other people being offended by bad breath (social). And finally, students could show hurt feelings because no one wants to hang around with someone with bad breath (mental/emotional).

Give groups about ten minutes to plan their demonstrations. Then have groups present to the class.

As an option, you may want to allow groups to design a piece of art or write a story that accomplishes the same goal of describing various aspects of a specific health-related choice or activity.

Point out that maintaining a high level of wellness involves both the personal desire to maintain a healthy balance among the physical, mental/emotional and social aspects of our lives, and the knowledge and skills to do so.

The goal of this module is to help students understand that they have the power to make choices in their lives that can contribute to or detract from their personal wellness potential.

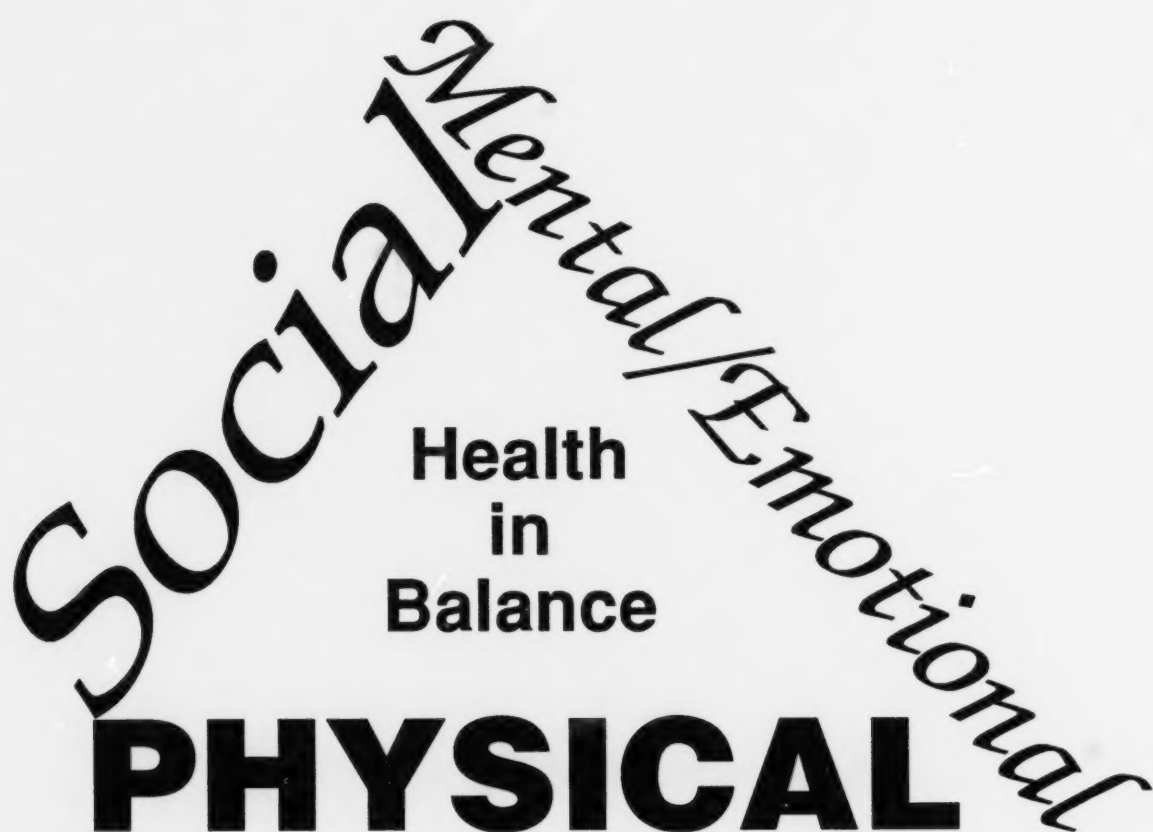
Evaluation

Observe group presentations for students' ability to describe the dimensions of health. Additionally, have students write a paragraph that explains a wellness continuum.

Wellness Continuum



Triangle of Health



LESSON
2

ACTIONS FOR WELLNESS

Objective

Students will be able to describe actions and choices that positively influence wellness.

Time

One or two class periods.

Overview

Wellness is affected by many factors, including environment, genetic background and personal health habits. The choices students make about lifestyles and personal health behaviors have an important influence on their health.

In this lesson, students examine some of the actions they can take to improve their health. Students work in small groups to brainstorm some of these wellpower choices. Students see an example of a plan to increase wellness. They then choose wellpower partners to work with during the next several lessons as students plan ways to improve their overall wellness.

Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, dyad discussion, oral presentations, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.
- ✓ Butcher paper and markers/*or* blank transparency and marker.

COPY:

- ✓ **Wellness Action Item Descriptions**, one for each student.
- ✓ **Wellpower Winners** worksheet, one for each student.
- ✓ **Wellpower Action Plan *Example***, one for each student.

MAKE:

- ✓ Transparency of **Wellness Action Items**.
- ✓ Transparency of **Wellpower Action Plan *Example***.

Procedure

- Review with students the combination of factors that affect health status and overall wellness:

- the environment in which we live;
- the personal traits that we inherited; and
- our personal health practices or behaviors.

Write on the board ENVIRONMENT, INHERITED TRAITS and PERSONAL HEALTH BEHAVIORS. Explain that all three of these factors influence health. Challenge students to look at these factors and choose the one that they think they have the most personal control over.

Explain to students that every day we are exposed to potential health risks. Some risks, such as pollution and unsafe highways, require us to work together in a community to deal with these problems. Other risks, those that stem from personal health behaviors and habits, involve choices we make that can move us toward or away from our wellness potential.

These behaviors are often called personal lifestyles. Lifestyle is

one of the most important factors that influence health. We can control this factor; each of us is responsible for our personal lifestyle choices.

Now, write the word **WELLPOWER** on the board. Explain to students that we are going to use the term *wellpower* to describe the actions we can take and the choices we can make to improve our personal wellness. A *wellpower choice* is one that helps us move toward our wellness potential.

- Show students the **Wellness Action Items** transparency. Review each item briefly. Explain that these things are called action items because they involve actions we can take to improve our health. Distribute the **Wellness Action Item Descriptions** worksheet. Tell students to read it and ask questions.

- Divide the class into five groups. Assign an action item to each group. Have groups brainstorm *wellpower* choices for each of the five wellness action items. Remind students that *wellpower* choices are actions we can take to improve our health. Tell each group to prepare a list of at least five *wellpower* choices for its specific wellness action item.

If available, groups should use butcher paper for brainstorming their choices and for preparing their presentations to the class. If butcher paper and markers are not available, have students write their brainstormed lists on a blank transparency and use the overhead projector to present the lists to the class.

- When all groups have presented their ideas to the class, distribute the **Wellpower Winners** worksheet. Tell students that a *wellpower winner* is an action or choice that affects health in a way that moves you toward your wellness potential.

Have students list each of the wellness action items discussed in this lesson. Tell students to identify one *wellpower winner* for each item. The *wellpower winners* should be actions or choices that are of personal interest to students.

- Explain to students that it is easier to choose an action item than it is to actually make a change. A support system can help people move from making *choices* to making *changes* toward more healthful behaviors. Tell students they are going to set up a support system to help each other work on selected health behaviors.

Distribute the **Wellpower Action Plan Example**. Show students a transparency of the plan and review each step.

- **Personal Wellness Goal**—Students choose a specific behavior they want to change. Goals should be specific, measurable and achievable in a short time frame.
- **Obstacles**—Problems or circumstances that might prevent students from achieving their goals.
- **Wellpower Action Steps**—A list of two or more specific steps that student can take to achieve their goals.
- **Support System**—People who will encourage each student's progress toward his or her Wellness Goal. Support systems can include class partners, as well as family members or friends.
- **Reward**—Students identify a way to reward themselves when they reach their goals.

Tell students they will be filling out a plan for each of the five *Wellness Action Items* in future lessons. Students can use the wellpower winners they identified earlier as goals for their plans, or they can identify another goal in each area on the day of the lesson.

Encourage students to act as support systems for each other as they work on their plans. Emphasize the importance of continuing support in our efforts to reach our goals. Discuss how students can support each other.

Have students select partners to use as support systems for activities in the next several lessons. Tell students that they will be meeting with their wellpower partners each day to discuss progress and problems with their goals.

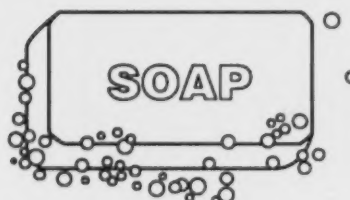
As a teacher, you can also provide a lot of support and encouragement. Recognize students' efforts, and assist them when they run into obstacles.

Evaluation

Review the **Wellpower Winners** worksheet. Check for students' ability to describe an action or choice that is health promoting in each of the health areas.

Wellness Action Items

1. Personal Health Behaviors



2. Fitness

3. Nutrition



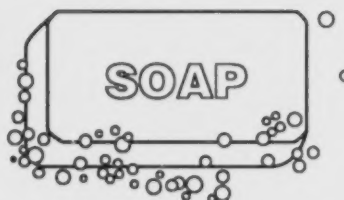
4. Stress Management



5. Avoiding Risky Behaviors

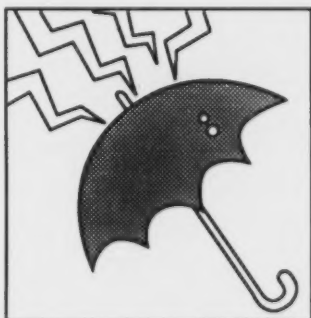
Wellness Action Item Descriptions

1. *Personal Health Behaviors*—These include your daily personal care, such as brushing your teeth and getting enough sleep. You also need regular checkups with a doctor and a dentist to help prevent disease. Some clinics offer free or low-cost checkups.



2. *Fitness*—Regular exercise can help you feel and look better and get more done. Exercise can include walking or riding a bike to school, dancing, swimming, hiking, helping with yardwork or housework, playing active games or team sports at school or with friends.

3. *Nutrition*—Eating a variety of foods helps you get all the nutrients your body needs. Fresh fruit makes a healthy snack. Milk and water are healthy drinks.



4. *Coping with Stress*—Learning to handle stress can improve wellness. Taking deep breaths or a time-out helps you stay in control when you feel nervous or angry. Listening to music helps some people relax. Healthy communication improves relationships.

5. *Avoiding Risky Behaviors*—The choices you make can save lives and enhance health. Some of the most positive choices you can make are to avoid drugs (including alcohol and cigarettes), always fasten your seat belt in a car and wear a helmet when riding a bike.



WELLPOWER Winners

Directions: List the five Wellness Action Items. Then describe one Wellpower Winner for each item. The Wellpower Winner should be an action or choice that improves health (moves you toward your wellness potential).



1. Wellness Action Item _____

Wellpower Winner _____



2. Wellness Action Item _____

Wellpower Winner _____



3. Wellness Action Item _____

Wellpower Winner _____



4. Wellness Action Item _____

Wellpower Winner _____



5. Wellness Action Item _____

Wellpower Winner _____

WELLPOWER Action Plan

Example

Personal Wellness Goal

Eat a healthy breakfast daily for two weeks.

Obstacles

1. ***I get up too late.***
2. ***I don't like to eat breakfast because I don't feel hungry.***
3. ***I don't like breakfast foods.***

Wellpower Action Steps

1. ***Set the alarm for 20 minutes earlier than I usually wake up.***
2. ***Think of some foods I do like that I could eat for breakfast.***

Support System:

- ***I will tell my class partner each day about what I ate for breakfast.***
- ***I will talk to my family about foods I could eat for breakfast.***

Reward

- ***Breakfast at a restaurant.***
- ***Plan a special event with a friend.***

LESSON

3

PERSONAL HEALTH BEHAVIORS

Objective

Students will be able to identify steps to take to meet a personal health behavior goal.

Time

One class period.

Overview

Developing and practicing daily health habits is important for young adolescents. These personal health behaviors contribute to overall wellness by helping students both look and feel better.

In this lesson, students consider how behaviors become habits. Students review some recommended daily personal health habits. They then work with their wellpower partners to choose one health behavior they would like to improve and complete an action plan for reaching their goal.

Instructional Strategies

Class discussion, dyad discussion, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.

COPY:

- ✓ **Personal Health Behaviors** student information sheet, one for each student.
- ✓ **Personal Health Behaviors Wellpower Action Plan**, one for each student.

MAKE:

- ✓ Transparency of **Wellpower Personal Health Behaviors**.

Procedure

- Write the word **HABIT** on the board and enlist student response on the meaning of the word. After students have offered their opinions, explain that habits are behaviors that are often done automatically (without consciously thinking about it).

Ask students what they think health habits are. Ask for examples of health habits. Remind students that they have been learning about health habits from a very young age. Explain that we have all learned how to dress ourselves, feed ourselves, bathe, shampoo our hair and brush our teeth.

Some of these health practices have actually become habits. Most of us don't have to think about how to tie our shoes, we just do it. This has become a habit. On the other hand, we may still have to remember to brush our teeth, and flossing may be a skill we have not yet mastered.

Habits are developed through repetition of behavior that is reinforced (rewarded). Reinforcement for habits may come from a variety of sources, including approval from parents or peers, self-satisfaction or enjoyment, or external rewards. Habits can be

changed through the following steps:

- Become aware of your desire to change a specific habit.
- Substitute and practice the new behavior.
- Eliminate the old behavior.
- Reinforce or reward your new behavior.

■ Show students the **Wellpower Personal Health Behaviors** transparency. Distribute the **Personal Health Behaviors** student information sheet. Explain that we have chosen to call these items health behaviors, not habits, because they may in fact not yet be habits. They may be behaviors that we want to become habits, because then we will do them automatically. Review each behavior on the transparency, using the information on the student sheet.

Optional: If time allows, let students practice flossing teeth. This health behavior requires some practice. Give each student a piece of dental floss, and have students practice wrapping the floss around their fingers. If possible, students should look in a mirror to see if they are practicing the technique correctly.

If time or circumstances do not allow students to practice flossing in class, make flossing a homework assignment. Have students write a paragraph about when they did it and how easy or hard it was to do.

■ Have students meet with their wellpower partners at this time. Pass out the **Health Behaviors Wellpower Action Plan**. Point out that that this is the same as the plan that was described and discussed in Lesson 2. Students should identify an action item or choice that they want to work on in the area of health behaviors.

This can be as simple as getting eight hours of sleep each night or brushing teeth twice a day or flossing once a day. Students need to write down a goal they personally want to work on.

With the help of their wellpower partners, students should develop plans to reach their goals. Tell students they will be meeting with their goal partners daily to discuss their progress on their goals.

■ *Optional:* Have students complete the **Health Styles Survey** from Lesson 8 now and again at the end of the unit and compare their scores.

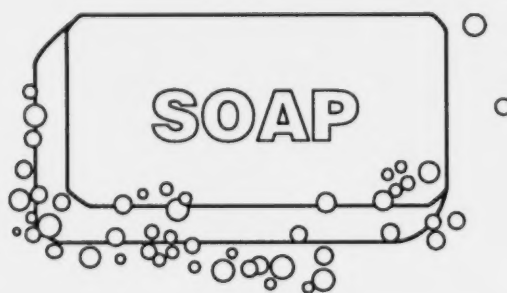
Evaluation

Look over student goal plans to see if they have been able to describe a way to evaluate their progress in meeting a personal health behavior goal. Assess student ability to identify the steps necessary to meet a specific goal.

WELLPOWER

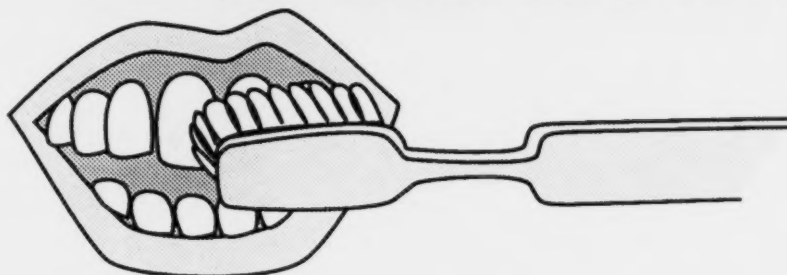
Personal Health Behaviors

1. Brush teeth twice a day.
2. Floss teeth once a day.
3. Bathe or shower.



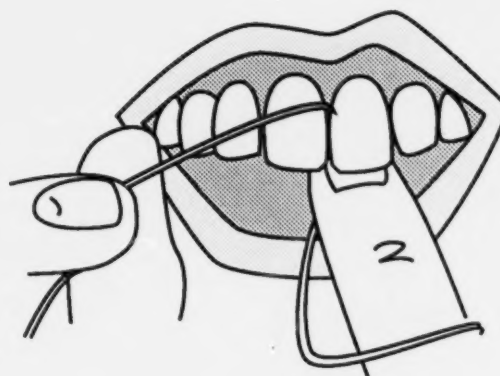
4. Shampoo hair.
5. Get enough sleep.

Personal Health Behaviors



1. **Brush teeth twice a day.** Brushing and flossing remove plaque. Plaque is a thin, sticky film that forms on your teeth. If plaque isn't removed regularly, it causes tooth decay and other dental problems. Use a soft toothbrush to clean the surfaces of your teeth, as shown in the picture. Toothpaste helps clean your teeth and freshen your breath.

2. **Floss teeth regularly** (daily or at least every other day). Dental floss removes plaque and food particles between the teeth and around the gums where your toothbrush can't reach.



3. **Bathe or shower regularly.** Regular baths or showers with soap remove dirt and oils that can cause odors and germs that can cause disease. Cleanliness—and good nutrition—can also help reduce complexion problems such as acne.
4. **Shampoo hair regularly.** Shampooing removes dirt and oils from hair. Clean hair shines and makes you look and feel better.
5. **Get enough sleep.** Most students your age need eight to ten hours of sleep a night. Adequate sleep helps you feel better, be more alert and manage stress. It's also important for growth.

Personal Health Behaviors

WELLPOWER Action Plan

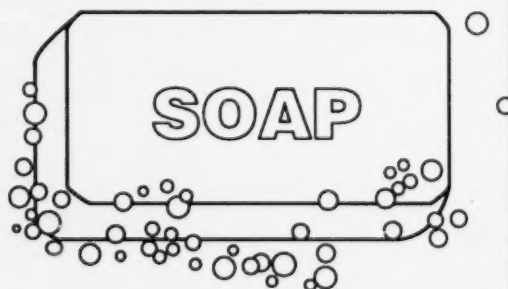
Personal Wellness Goal

Obstacles

Wellpower Action Steps

Support System

Reward



LESSON
4

FITNESS FOR WELLPOWER

Objectives

Students will be able to identify the health-related components of fitness.

Students will be able to describe ways to incorporate fitness activities into daily life.

Time

Two class periods.

Overview

Physical fitness is important for overall wellness. Exercise tones muscles, strengthens the heart and improves lung capacity. Exercise can also be an effective stress reducer and provide opportunities for enjoyable social interaction. Participation in fitness activities promotes all three health dimensions—physical, mental/emotional and social.

In this lesson, students consider some ways that exercise and fitness contribute to wellpower. Students practice checking their pulse rate during exercise, and brainstorm some examples of exercise. They then work with their wellpower partners to complete a fitness action plan and review their progress on the health behavior goal.

Instructional Strategies

Class discussion, dyad discussion, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.
- ✓ Watch or clock with second hand.

COPY:

- ✓ **Measuring Pulse Rates** worksheet, one for each student.
- ✓ **Fitness Wellpower Action Plan**, one for each student.

MAKE:

- ✓ Transparency of **Fitness Factors**.
- ✓ Transparency of **Taking a Pulse**.

Procedure

■ Write the word **FITNESS** on the board. Tell students that fitness is an important part of wellness. The activities we choose to participate in can help us improve our wellness. Ask students for examples of activities that improve fitness. Note their responses on the board.

■ Tell students that regular exercise can contribute to fitness in five ways. Show students the **Fitness Factors** transparency, and review each of the factors with students.

- *Flexibility*—The ability to move muscles to their full extent. Flexibility can be improved by careful stretching. Flexibility can prevent the aches and pains of sore muscles.

- **Muscular Strength**—Muscles' ability to apply force. Muscular strength can help prevent injuries, e.g., back injuries.
- **Muscular Endurance**—Muscles' ability to apply force for a period of time without getting tired. Increased muscle strength helps you lift more; good endurance helps you lift longer.
- **Cardiovascular Fitness**—The heart and lungs' ability to take in and use oxygen.
- **Body Composition**—Describes how much of body weight is fat, as compared to muscle and bones. Regular exercise can help control the amount of body fat and build strong and firm muscle.

■ Ask students which of the activities they listed earlier they think would improve each factor. Write student ideas on the transparency. Examples may include the following activities:

- Flexibility—ballet, gymnastics, judo, karate
- Muscular Strength—football, weight lifting
- Muscular Endurance—basketball, soccer, surfing, skiing
- Cardiovascular Fitness—aerobic dancing, jogging, swimming
- Body Composition—ballet, basketball, brisk walking, tennis

■ Tell students that to improve cardiovascular fitness, the activity or exercise should make the heart work harder. One way to measure how hard your heart is working is to check your pulse rate to see how fast your heart is beating.

Show students the **Taking a Pulse** transparency. Demonstrate the correct position of fingers. Right-handed people should use the first two fingers of the right hand to count the pulse in the carotid artery on the left side of the throat.

To find the pulse, tilt your head slightly back and to one side. Slide two fingers into the groove beside the Adam's apple just below the jaw. Never use your thumb, as it has a pulse of its own. *Note:* Caution students to be very careful when counting a neck pulse. Too much pressure applied to the carotid artery can decrease blood flow and cause fainting.

The pulse can also be found in the wrist, on the thumb side. Again, right-handed people should use the first two fingers of the right hand to count the pulse in the left wrist. Don't use your thumb or rest it on the wrist.

Now have students practice taking their own pulse. Be sure students are using their fingertips. Have students count the pulse for 10 seconds and multiply by 6. Have students practice taking a pulse until they get the same rate (or within a few beats of it) three times in a row. This is a *resting pulse rate*.

■ Distribute the **Measuring Pulse Rates** worksheet. Tell students to fill in the resting pulse rate they have just practiced finding.

Explain to students that activities that will help strengthen the heart and improve lung capacity are called aerobic exercises. To obtain maximum cardiovascular benefits, a young person's heart rate should be increased to the 135-168 beats per minute range for 10 to 20 minutes at least three times a week.

Tell students they are going to see what happens to their heart rate with exercise. Time students as they run in place for one minute. Have students check their pulse rate immediately and record it on the worksheet in Step 3.

Continue checking pulse rates at two-minute intervals for ten minutes, and have students record their pulse rates at each interval in Step 4. Tell students to complete the remaining statements on the worksheet.

Ask how many students returned to their resting pulse rate in ten minutes. Discuss other student responses to the activity.

■ Point out to students that many different activities can contribute to fitness. Recent studies indicate that even short (ten-minute) exercise periods can improve fitness, if the exercise is done regularly. Ask students for ideas of ways to include exercise in everyday activities. List these on the board. They may include the following:

- Ride a bike or walk to school or to a friend's house.
- Take the stairs instead of the elevator.
- Mow the lawn with a push mower.
- Do housework—vacuum, mop or sweep.

■ Tell students to meet with their wellpower partners. Distribute the **Fitness Wellpower Action Plan** worksheet. Tell students to pick a fitness goal to work on over the next few weeks. Students can work with their partners to develop a plan to reach the goal.

When students have developed their fitness goals, tell them to discuss their progress on the health behavior goals they identified in the previous lesson. Tell students to keep their action plans to review their progress during the remainder of the module.

Evaluation

Have students create a poster that shows an activity that contributes to fitness that can be incorporated into daily life. Students can also develop slogans that encourage daily fitness activities.

Have students list the five factors for fitness. Assess student understanding of fitness by reviewing the list and poster.

Fitness Factors

Flexibility

Muscular Strength

Muscular Endurance

Cardiovascular Fitness

Body Composition

Taking a Pulse





Measuring Pulse Rates

Directions: Fill in your pulse rates as the teacher directs in steps 1-4. Then complete the statements that follow.

Steps

1. Take the *resting pulse rate* for ten seconds. Multiply the rate by six and record it here.

2. Run in place for one minute.
3. Take the pulse rate again for 10 seconds. Multiply the rate by six and record it here.

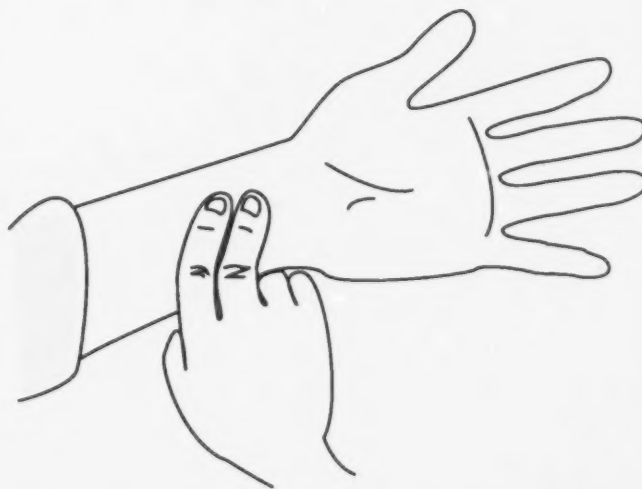
4. Continue to take the pulse rate at two-minute intervals for ten minutes. Record it each time. (Note that the rate will slowly subside and return to the resting rate—the first recorded pulse rate—in approximately ten minutes.)
 _____ 2 minutes _____ 4 minutes _____ 6 minutes
 _____ 8 minutes _____ 10 minutes

My pulse rate before exercise was _____ beats per minute.

My pulse rate immediately after exercise was _____ beats per minute.

My pulse rate 10 minutes after exercise was _____ beats per minute.

Exercise that increases your heart rate to the 135-168 beats per minute range offers the most benefit for your heart and lungs.



Fitness WELLPOWER Action Plan

Personal Wellness Goal

Obstacles

Wellpower Action Steps

Support System

Reward



LESSON**5**

NUTRITION FOR WELLPOWER

Objectives

Students will be able to describe a menu that represents a nutritious meal.

Students will be able to identify steps involved in a personal nutrition goal.

Time

One or two class periods.

Overview

Although students may be aware of the need for nutrition, they may not practice healthy eating habits. Some unhealthy habits of students this age include skipping breakfast, eating foods high in sugar and eating snack foods that are high in salt and fats.

In this lesson, students study six major nutrients and the four food groups and work in small groups to create healthy breakfast menus. Students also consider some general guidelines for health-

ful eating. They then work with their wellpower partners to choose a goal to improve their nutrition.

Note: One lesson cannot provide a comprehensive look at nutrition. For additional information on nutrition, see another module in the **Contemporary Health Series, Into Adolescence: A Menu for Good Health** (1991), also available from ETR Associates/Network Publications.

Instructional Strategies

Class discussion, cooperative learning groups, dyad discussion, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.

COPY:

- ✓ **Wellpower Nutrients** student information sheet, one for each student.
- ✓ **Wellpower Vitamins** student information sheet, one for each student.
- ✓ **What Is a Serving?** student information sheet, one for each student.
- ✓ **Breakfasts for Wellpower** worksheet, one for each student.
- ✓ **Nutrition Wellpower Action Plan**, one for each student.

MAKE:

- ✓ Transparency of **Wellpower Nutrients**.
- ✓ Transparency of **Wellpower Vitamins**.
- ✓ Transparency of **What Is a Serving?**
- ✓ Transparency of **Wellness Eating Behaviors**.

Procedure

- Write the word **NUTRITION** on the board. Tell students that nutrition is another important factor that affects health status and overall wellness. The choices we make about what foods to eat

affect our health in many ways. One of the most important things we can do to improve our nutrition is to eat a variety of foods daily.

■ Distribute the **Wellpower Nutrients** student information sheet, and show students a transparency of the sheet. Identify the six major nutrients. Discuss the importance of each nutrient for the maintenance of body functions. Ask students for examples of their favorite foods that can supply each of the major nutrients.

■ Distribute the **Wellpower Vitamins** student information sheet, and show students the transparency. Discuss the importance of vitamins to good nutrition. Emphasize the importance of eating a variety of foods for good health.

■ Tell students that one way to check that we are getting the foods we need for wellpower is to look at the four food groups—milk, meats or protein, fruits and vegetables, breads and cereals. Distribute the **What Is a Serving?** student information sheet, and show students the transparency. Review the recommended servings and sizes.

■ Divide the class into small groups. Distribute the **Breakfasts for Wellpower** worksheet. Tell students to create four wellpower breakfasts, being sure to include servings from each food group. You may want to let the class vote on its favorite wellpower breakfast. Students may wish to prepare and taste their healthy breakfasts.

■ Tell students that studies indicate that a healthy diet can help prevent many diseases, including heart disease and some kinds of cancer. Students can increase their wellness potential by learning and practicing good nutrition behaviors.

Show students the **Wellness Eating Behaviors** transparency. Explain that in addition to eating a variety of foods from the four food groups, students should consider these general guidelines to making nutritious choices.

Lead a class discussion of the health effects of each of these choices. Be sure to include the following points.

- Too much salt may contribute to high blood pressure.
- Too much fat in the diet may cause heart disease.
- Sugar promotes tooth decay; sugary foods usually have little nutritional value.

- A high fiber diet may help prevent certain diseases, including some kinds of cancer.

Ask students to suggest some healthy snacks that follow these guidelines.

■ Tell students to meet with their wellpower partners. Distribute the **Nutrition Wellpower Action Plan** worksheet. Tell students to choose a nutrition goal to work on. Partners should help each other plan the steps they will take to achieve their goal. At this time, students can also review their progress on their health behavior and fitness goals.

Evaluation

Observe student work in groups to determine their ability to describe a nutritious menu. Review students' **Nutrition Wellpower Action Plan** for their success in identification of steps to take to achieve a specified nutrition goal.

Follow-Up/ Extension

Have students assess their food intake over a 3-day period. Then they can identify the food groups from which they need to eat more servings.

WELLPOWER Nutrients

Nutrient	What It Does	Where It's Found
<i>Water</i>	the most important nutrient, transports other nutrients, regulates body temperature	most foods contain a large amount of water.
<i>Protein</i>	builds and repairs body cells and tissue	meat and poultry, fish, milk, beans, nuts
<i>Carbohydrates</i>	best energy source	breads, cereals, whole grains, fruits, vegetables, pasta, rice, grits
<i>Fats</i>	reserve energy source	milk, nuts, meat, oils, eggs, chocolate, margarine and butter, olives, avocado
<i>Minerals</i>	regulate body functions, build strong bones and teeth	a well-balanced diet
<i>Vitamins</i>	promote growth, help convert food into energy	a well-balanced diet

WELLPOWER Vitamins

Vitamin	What It Does	Where It's Found
Vitamin A	important for skin and eyes	milk, eggs, butter, vegetables
Vitamin D	needed for bones and teeth	milk, eggs, sunlight
Vitamin E	strengthens cell membranes	whole grains, cereal, vegetables, nuts
Vitamin B complex	important for energy and growth	meat, whole grain cereals
Vitamin C	promotes healthy teeth and gums	citrus fruits, vegetables

*What Is a Serving?**

Food Group	Recommended Servings	Typical Serving Size
Milk and Cheese	4	1 glass of milk 1 cup of yogurt 1 1/2 slices of cheese
Meat/Protein	2	2-3 ounces of cooked meat, poultry or fish 2-3 eggs 1/4 cup peanut butter
Fruits and Vegetables	4	1 apple, orange, banana 1/2 grapefruit or melon 1/2 cup vegetables
Bread and Cereal	4	1 slice bread 1/2 cup cooked cereal 1 ounce dry cereal 1 tortilla

* The servings recommended are for teenagers.

Breakfasts for WELLPOWER

Directions: A breakfast for wellpower provides important nutrients and includes servings from each of the four food groups. Work with your group to create four wellpower breakfasts with a serving from each food group. Write or draw the foods for each menu in the boxes below.

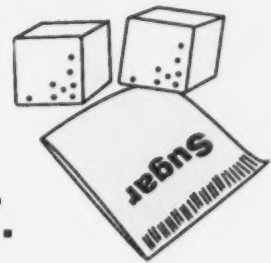
	Milk and Cheese	Meat/ Protein	Fruits/ Vegetables	Bread and Cereal
Breakfast Menu 1				
Breakfast Menu 2				
Breakfast Menu 3				
Breakfast Menu 4				

Wellness Eating Behaviors

↓ Eat less salt.



↓ Eat less sugar.



↓ Eat less fat.



↑ Eat more fiber (whole grains, fruits, vegetables).

Nutrition WELLPOWER Action Plan

Personal Wellness Goal

Obstacles

Wellpower Action Steps

Support System

Reward



LESSON
6

MANAGING STRESS

Objectives

Students will be able to describe positive ways to cope with stress.

Students will be able to demonstrate good communication skills.

Students will be able to evaluate their personal ability to manage time.

Time

Two class periods.

Overview

Stress is a natural and inevitable part of living, even for young adolescents. Students can learn specific skills, including communication skills, that will help them manage stress and improve wellness.

In this lesson, students look at some stressful situations and consider some ways to cope with stress. They work in small groups to create roleplays that depict ways to manage stress. They also

practice writing I-statements to improve communication skills. Students then complete a to-do list to help them examine their personal use of time. Finally, they work with their wellpower partners to choose a specific action that will help them reduce stress in their lives.

Instructional Strategies

Class discussion, cooperative learning groups, dyad discussion, role plays, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.

COPY:

- ✓ **I-Statements** worksheet, one for each student.
- ✓ **Time on My Hands** worksheet, one for each student.
- ✓ **Coping with Stress Wellpower Action Plan**, one for each student.

MAKE:

- ✓ Transparency of **Managing Stress**.
- ✓ Transparency of **I-Statements**.

REVIEW:

- ✓ **Stress and Relaxation Teacher Background Information**.

Procedure

■ Write the word **STRESS** on the board. Ask students what stress means to them. Explain that stress is a feeling that we all experience. Usually it is described as a feeling of pressure or tension. Tell students that stress is a natural part of living and that learning to handle stress as a normal part of life is important to wellness.

■ Ask students for examples of times when they have felt they were under stress. List their responses on the board. Examples may include:

- taking a test
- having problems at home
- playing a sport
- worrying about appearance
- meeting new people
- arguing with friends or family
- being late to class
- coping after the death of a friend or family member
- worrying about grades

Discuss the effects that stress has on the body. Be sure to include:

- increased heart rate
- increased respiration
- increased perspiration
- inability to think clearly
- digestive distress
- headaches
- decreased skin temperature (cold hands and feet)
- changes in sleeping patterns

Explain that stress is not always negative. Some stress can help us meet challenges and make life interesting. Tell students that negative stress is called *distress*. Most of the situations they listed earlier are probably related to distress—feelings of anger, anxiety and frustration. But stress can also be positive. *Eustress* can include feelings of excitement and anticipation. Ask students if they can think of any examples of positive stress.

Ask students for examples of positive ways to use stress. Examples of ways that stress can help us improve our wellpower may include the following:

- Feeling stress about a test may motivate you to study harder.
- Feeling stress before competition in a game can motivate you to play your very best.
- Feeling stress about a situation with a friend or family member may motivate you to talk about your feelings or think about possible solutions to the problem.
- Being late to class may motivate you to think about better ways to manage time.
- Concern about grades may motivate you to work harder on homework.

■ Show students the **Managing Stress** transparency. Ask students for some additional examples of ways they cope with stress.

Add these responses to the transparency.

Divide the class into small groups. Tell each group to choose one of the stressful situations from the list on the board and write a roleplay that shows a positive way to handle the situation and reduce stress. Have groups perform their roleplays for the class as time allows.

■ Tell students that there are things we can do to reduce the amount of negative stress in our lives. One very important skill is communication. Good communication skills help us express our emotions and our needs. They help us improve our relationships with others and reduce stress.

Tell students that one way to improve communication with others is to use *I-statements*. An I-statement explains your feelings, describes a behavior and its effect on you and tells what you want changed.

Show students the transparency of the **I-Statements** worksheet. Ask for examples of words to fill in the blanks. Review the example I-statement on the worksheet with students. Some other examples of I-statements are:

- I feel **angry** when you **take my book**, because **I can't get my work done**. I want you **to give it back**.
- I feel **disappointed and mad** when **you're late**, because **I have to wait for you, when I'd rather be doing something else**. I want you **to be on time or call me if you're late**.

Have students write their own I-statements. Ask for volunteers to share their I-statements with the class.

■ Tell students it is important to include time to relax in our everyday activities. Explain that using time wisely can also help reduce stress. Ask students for examples of things they do to organize their time.

Suggest that they may need to do an inventory of the time it takes to do things. They can then use the information from the inventory to plan better.

- How long does it take to get ready for school in the morning?
- How much time do you need to study each night?
- Do you have a special time and place to do homework?

Distribute the **Time on My Hands** worksheet. Tell students that one tool to help organize time is a *to-do list*. A to-do list can be made for a day or for a week. It is best to start small and make a list for one day first.

Ask students to list four or five things they need or want to do today in the *To Do* column. Tell students to try to estimate how long each activity will take (in minutes or hours), and to write it in the next column.

The last column is a deadline column. Students should give themselves a time in the day (or in the week, if doing a weekly plan) when each activity will be completed. When students have actually completed the activity, they can put a check mark in the box to show that it was done.

Explain to students that using a simple to-do list daily is an excellent way to manage time. Making a list forces us to plan for the things that we want to do. The more we make the lists and check our progress, the better we get at estimating how much time it takes to do each task.

Explain that when we know how long it takes to do the things we *have* to do, we can get better at organizing those things. Then we have time for the things we *want* to do.

Tell students that another way to learn to use time better is to know what things we do that take up a lot of time. For example, do you know how long you spend talking to friends on the telephone? watching TV? hanging out with friends? These activities may be fun and relaxing, but sometimes we need to set limits on the time we spend doing them.

■ *Optional:* Tell students that many people use tapes of peaceful sounds and music to help them relax and cope with stress. Have students close their eyes and listen to such a tape for ten minutes. Then ask students how they felt after listening to the tape. Ask what type of sounds the students think are relaxing.

■ Tell students to meet with their wellpower partners. Distribute the **Coping with Stress Wellpower Action Plan** worksheet. Tell students to choose a specific thing that is stressful for them and plan a way to reduce the stress.

Partners should help each other plan the steps they will take to achieve their goal. At this time, students can also review their progress on the Wellpower Action Plans from earlier lessons.

Evaluation

Observe group roleplays on coping with stress for students' ability to demonstrate a positive way to deal with a stressful situation. Review **I-Statements** worksheets to assess student skill in communicating with others effectively. Review **Time on My Hands** worksheets for students' evaluation of their ability to manage time.

Stress and Relaxation

Teacher Background Information

Stress is a normal part of living. The causes of stress can be good (eustressful) or bad (distressful). Over a period of time, stress on the body and mind often produces undesirable effects that interfere with school performance and even produce serious illness.

Historically, our ancestors who lived in the wilds needed a fight-or-flight response in order to survive. When they came upon a wild animal or enemy, their bodies responded with a dose of adrenalin, tense muscles, quicker breathing and a faster heart rate. This response gave them the extra strength they needed to either fight or run to safety.

Middle school students often maintain a fight-or-flight arousal response more often and for longer than they should. Bodies of healthy people recover to normal balance after their initial reaction to stress. But many middle school students and adults have unconsciously taught their bodies to override their own natural quieting reflexes until constant tension, anxiety and tightness begin to seem normal.

Maintaining high tension levels is related to the development of a variety of problems for some students, including poor grades, violence, drug usage, ulcers, headaches and even susceptibility to illnesses such as colds and flus.

Learning to relax is an important skill for youth. Types of relaxation include:

- **Muscle Relaxation**—Clenching and relaxing of all muscles in the body.
- **Mental Relaxation**—Visualizing a quiet place combined with deep breathing techniques.
- **Deep Breathing Techniques**—Taking slow, deep breaths and exhaling slowly.
- **Time Management Skills**—Planning a to-do list and allotting enough time to complete tasks.
- **Exercise**—Regular exercise helps us have a more relaxed attitude toward life's pressures.

Managing Stress

- ➔ Talk to someone about the problem.
- ➔ Listen to music.
- ➔ Go for a walk.
- ➔ Exercise.
- ➔ Sit quietly and think about something you enjoy.
- ➔ Take a nap.
- ➔ Try some deep-breathing and relaxation techniques.



I-Statements

Directions: Look at the example of a good I-statement. Then write one of your own.

Example

I feel **sad** when you **ignore me**,
(feeling, emotion) (behavior, action)

because *I think you don't care about me.*
(effect)

I want ***you to pay attention to me.***
(change)

I feel _____
(feeling, emotion)

when you _____
(behavior, action)

because _____
(effect)

I want _____
(change)

Time on My Hands

Directions: In the **To Do** column, list five or six projects you need to work on today. In the next column, write down how much time you think each project will take. Then set a deadline for each project, and write the deadlines in the last column. Finally, put a check in the box for each project when you complete it.

To Do	How long will it take?	Done by when?	Check box when completed
<i>Clean my room</i>	<i>1 hr.</i>	<i>dinnertime (6 p.m.)</i>	☒
			☐
			☐
			☐
			☐
			☐
			☐

Look over your list.

1. How did you do?
2. Were your time estimates correct?
3. Did you meet your deadlines?
4. Use what you learned to be more accurate on your next to-do list. Write a short paragraph about what you learned on the other side of the worksheet.

Coping with Stress

WELLPOWER Action Plan

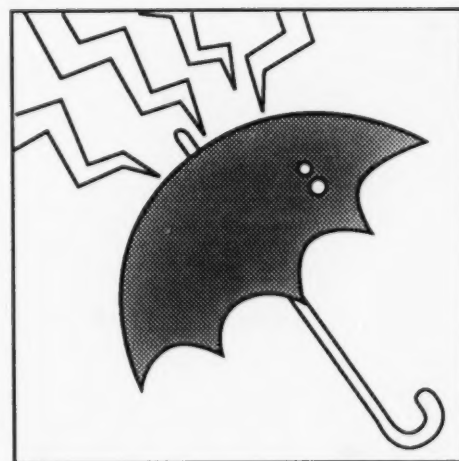
Personal Wellness Goal

Obstacles

Wellpower Action Steps

Support System

Reward



LESSON 7

AVOIDING RISKY BEHAVIORS

Objectives

Students will be able to explain the meaning of *risk*.

Students will be able to demonstrate behaviors that reduce the element of risk.

Time

Two class periods, with time for two outside assignments.

Overview

This lesson is designed to show how choosing safe behavior and avoiding risky behaviors is important in reaching one's potential for wellness.

Students use recent newspaper and magazine articles to research some risky behaviors and prepare class reports. Students also work in small groups to design and administer a survey on risky behaviors. They are encouraged to demonstrate ways to avoid risky behaviors in their class reports. They also complete a Wellpower Action Plan on safe choices.

Note: This lesson is not intended to serve as a substitute for a comprehensive drug or safety education program. *Into Adolescence: Avoiding Drugs* and *Into Adolescence: Living Without Tobacco*, two other modules in the **Contemporary Health Series**, provide a foundation for a comprehensive drug education program.

Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, oral presentations, dyad discussion, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.

COPY:

- ✓ **Avoiding Risky Behaviors Wellpower Action Plan** worksheet, one for each student.

PREPARE:

- ✓ Collect recent newspaper and magazine articles that deal with drug and safety issues for students to use for research.

Procedure

- Remind students that lifestyle is one of the most important of the factors that influence health. Emphasize that lifestyle involves the choices we make as individuals. Many of these choices can affect our wellness potential.

Write the word **RISK** on the board. Ask students what they think the word means. Explain that a risk is something that exposes us to possible injury or harm. Ask students for some examples of risky behaviors. List their responses on the board.

Ask students to think about why people take risks. Take a brief class survey. Ask how many students always wear seat belts when riding in a car. How many wear helmets when skateboarding or riding a bike? When bicycling, do they stop at stop signs and ride on the right side of the street?

Are they careful to have an adult present when they go swimming?
Do they use medicines or drugs only when prescribed by their doctor and exactly as directed?

■ Have students research recent newspaper and magazine articles dealing with drug and safety situations. Provide materials for students who don't have access to their own. Articles could cover drug overdoses, sports injuries, automobile accidents, water, gun and bicycle accidents.

Have students prepare reports on their research. Tell them to discuss the decisions that could have led to the situations. Students should also describe the long-term consequences of the situations. Ask students to explain how the individuals in each situation were (or weren't) responsible for putting themselves at risk.

Class discussion should be based on student reports. Help students understand that the element of risk is a part of life. However, our personal choices can increase or decrease the risk of injury or harm.

■ Tell students they are going to design and conduct a survey about risky behaviors. They can survey parents, friends and others. Divide class into small groups. Tell each group to identify three or four questions that could be part of the survey.

Explain that surveys are easier to tally if the questions can be answered yes or no. Some possible questions are:

- Do you always wear your seatbelt in the car?
- Do you always wear a helmet when riding a bike?
- Do you always use prescription drugs exactly as directed?

Then have students design two or three open-ended questions, such as:

- What would you do if you needed a ride home from a party and the driver of the car had been drinking alcohol?
- What could you say to a friend who said your bike helmet looked stupid?

■ Once groups have designed their surveys, have each group member administer the survey to at least three people. Then groups should compile their results and report their findings to the class. Suggest to students that one way to present findings is to act

out some responses that demonstrate ways to avoid risky behaviors.

■ Distribute the **Avoiding Risky Behaviors Wellpower Action Plan** worksheet. Have students meet with their wellpower partners to work on their plans.

Evaluation

Have students write a paragraph that explains the meaning of *risk*. Then observe student reports and presentations on survey results for student ability to demonstrate behaviors that reduce the risk of injury or harm to health.

Avoiding Risky Behaviors

WELLPOWER Action Plan

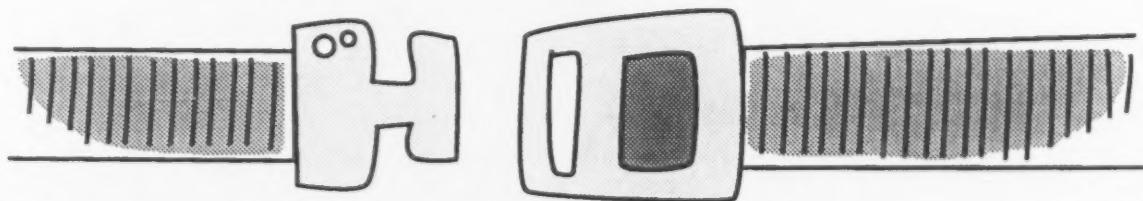
Personal Wellness Goal

Obstacles

Wellpower Action Steps

Support System

Reward



LESSON
8

WELLPOWER—THE WELLNESS LIFESTYLE

Objectives

Students will be able to identify one area of their wellness lifestyle that they would like to improve.

Students will be able to describe progress in establishing and maintaining family wellness goals.

Time

One class period.

Overview

The U.S. Department of Health and Human Services created a health styles inventory that provided self-assessment measures for the following areas: cigarette smoking, alcohol and other drugs, eating habits, exercise and fitness, stress control and safety.

In this lesson, students check themselves on 23 lifestyle behaviors on a health styles survey that was modified for young adolescents. They receive a score in each of the six areas to help them identify areas of strengths and weaknesses for specific health behaviors.

Students also take a copy of the survey home to discuss with family members.

Instructional Strategies

Class discussion, teacher lecture, worksheets.

Teacher Materials and Preparation

COPY:

- ✓ **Health Styles Survey**, two (or more) for each student.

Procedure

■ Tell students that they have been learning about wellness and setting goals for themselves throughout the lessons in this module. Now they are going to take a survey to see how they are doing.

Emphasize that the survey is personal. Students can use the survey to help them see areas where they still need to focus to increase their wellness potential.

Distribute the **Health Styles Survey** and explain the directions. Allow students enough time to complete the survey.

Note: This health styles survey should be used only as an educational tool. It is not a diagnostic instrument.

When students have finished, discuss the survey results. Give students the following information on what the scores mean:

9-10 These students are practicing good health habits. As long as they continue to practice these habits, the area should not pose a serious health risk.

6-8 Room for improvement. Have students look at the items

where they answered *sometimes* or *almost never*. Ask them to decide what types of changes they would need to make to achieve better health. Ask for volunteers to share a change they would be willing to make to improve their health.

- 3-5 Considerable health risks. Ask students if they have any questions about why this area is a health concern or how habits could be improved.
- 0-2 If a student scores between 0-2 on any section of the survey, a serious health risk is present. However, without creating additional stress for them, suggest that these students seek help in the form of information. Assist students to find resources.

Note: You may want to develop a list of local health services that can help students address health issues.

At the end of the survey, students should identify areas of strength and areas to improve. Ask students to write down one wellness goal or an area they would like to improve.

■ Have students take a copy (or copies) of the **Health Styles Survey** home for family and friends to complete. Tell students that they can work with family and friends to develop wellpower goals. It is always helpful when families and friends are working toward similar goals.

Ask students to suggest ideas for family wellpower goals. Some examples are:

- Decrease the amount of salt we use as a family. Use spices other than salt for our favorite dishes.
- Take a family walk in the evening (or in the early morning). Make a pact that we will get out and do it. Support each other.
- Make an agreement that *everyone* in the car must have his or her seat belt buckled before the car starts moving.
- Agree to listen more carefully to each other and use I-statements when communicating.
- Decide to have a smoke-free home. Post a sign at the front door and ask guests (and family members) who smoke to do so outside.

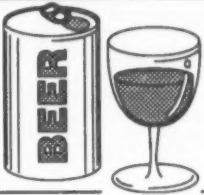
At a later time, let students discuss their progress with family goals

with the class. If students don't want to discuss these in class, give them the opportunity to talk to you in private or to write about their experiences.

Evaluation

Review students' health surveys for the identification of areas of wellness strengths and areas that could be improved. Observe student discussion of family wellness goals to determine students' progress and level of efforts.

Health Styles Survey

	Always or Almost Always	Sometimes	Never or Almost Never
Cigarette Smoking I choose not to smoke.	5	2	0
I avoid being around people who smoke.	5	2	0
Total Smoking Score: 			
Alcohol and Other Drugs I choose not to drink alcoholic beverages.	4	2	0
I choose not to use drugs to handle problems in my life.	3	1	0
I read and follow the label directions when taking prescribed and over-the-counter drugs.	3	1	0
Total Alcohol and Other Drugs Score: 			
Eating Habits I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans and nuts and seeds.	4	1	0
I limit the amount of fat I eat (including fat found in meats, eggs, butter, cream and shortening).	2	1	0

	Always or Almost Always	Sometimes	Never or Almost Never
I limit the amount of salt I eat by not adding salt at the table and avoiding salty snacks.	2	1	0
I avoid eating too much sugar (especially sticky candy or soft drinks). 	2	1	0
Total Eating Habits Score:			
Exercise/Fitness			
I maintain a desired weight; I am not too fat or too thin.	3	1	0
I do vigorous exercises for 10-20 minutes at least 3 times a week (examples include running, swimming, walking fast).	3	1	0
I do exercises for muscle tone for 10-20 minutes at least 3 times a week (such as calisthenics).	2	1	0
I participate in individual, family or team activities that increase my level of fitness (such as volleyball, soccer and baseball). 	2	1	0
Total Exercise/Fitness Score:			
Stress Control			
I enjoy school.	2	1	0
I find it easy to relax and to tell others how I feel.	2	1	0

	Always or Almost Always	Sometimes	Never or Almost Never
I can tell when I'm feeling stress, and I do something about it.	2	1	0
I have close friends, relatives or others to talk to about personal matters when help is needed.	2	1	0
I participate in group activities (such as church and community organizations) or have hobbies that I enjoy.	2	1	0
Total Stress Control Score:			
Safety 			
I wear a seat belt when riding in a car.	2	1	0
I am careful not to ride with drivers who are under the influence of alcohol and other drugs.	2	1	0
I obey traffic rules when riding a bicycle.	2	1	0
I am careful when using potentially harmful products or appliances (such as household cleaners, poisons and electrical equipment).	2	1	0
I choose not to smoke.	2	1	0
Total Safety Score:			
Use your wellpower to answer the following two questions:			
In which area(s) are you practicing good health habits? _____			
In which area(s) could you improve? _____			

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ABOUT THE BOOK: *Into Adolescence: Actions for Wellpower* teaches middle school students that the key to wellness is learning to take responsibility for their own health and well-being. The eight lessons emphasize the knowledge and skills that help students enhance their potential for wellness in all areas of health—physical, mental/emotional and social. Dynamic *wellness action plans* help adolescents set and achieve realistic goals for improving wellness in several areas, including personal health practices, fitness, nutrition, stress management, safety, and healthy communications. *Wellpower* decision-making skills help students identify and avoid risky behaviors, including taking drugs and driving drunk, while building a foundation of positive health habits to last a lifetime.

Into Adolescence: Actions for Wellpower

- ◆ encourages students to take responsibility for their wellness decisions
- ◆ emphasizes the importance of balance among the physical, mental/emotional and social areas of health
- ◆ provides wellness action plan models to help students improve their lives through wellpower
- ◆ examines common adolescent risk behaviors and offers ways to avoid them
- ◆ provides practical stress management techniques for adolescents

ABOUT THE SERIES: *The Contemporary Health Series* covers health and family life topics in a sequence of modules with two curricular divisions: INTO ADOLESCENCE for middle school teachers and ENTERING ADULTHOOD for high school teachers. Each of the modules in a division is compatible with the others but may stand alone. Other INTO ADOLESCENCE titles include: *Learning About AIDS; Living in a Family; A Time of Change; Learning About Reproduction and Birth; Choosing Abstinence; Enhancing Self-Esteem; Communicating Emotions; Avoiding Drugs; Living Without Tobacco; Becoming a Health-Wise Consumer; Making and Keeping Friends; Caring for Our Planet and Our Health; and A Menu for Good Health.*



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